

City&Guilds
of London
Art School

MA Carving
Student Handbook
2024/25

Welcome to

City & Guilds of London Art School

Overview

This handbook will be your first point of reference throughout your studies at the Art School for information on your course, the Art School, learning and teaching, student support & services, academic regulations and policies. Copies of the handbooks are kept in the Art School office, your departmental office and the Library, and are always available online via the Art School's Moodle site.

Some of the documents which you will be given whilst studying at the Art School are important and you should keep them, particularly as future employers may wish to see evidence of your achievements. Make sure that you keep:

- the programme specification
- individual unit specifications
- your award certificate – this is evidence of the qualification which you have obtained
- your final transcript – this is a record of your achievement which lists your grades for the assessments

In addition, you are advised to familiarise yourself with the contents of this Handbook and the associated regulations which are mentioned in it.

If you have any questions regarding the information herein, please contact your [Head of Department](#)

Validation

Your course is validated by Arts University Bournemouth (AUB). The relationship between the University and the collaborative partner is described as a validation. The term validation is used to describe courses which lead to an award of the University but which have been developed by a partner organisation for delivery by the staff of that organisation. As the awarding body the University retains ultimate responsibility for the quality and standards of the awards. Students on validated courses are not enrolled as AUB students.

Part One: Course information

The Course

The City & Guilds of London Art School has an unbroken tradition of teaching sculpture, stone and wood carving since it was founded in 1879. We play a crucial role in keeping alive the skills essential for preserving the world's most important monuments and buildings, and are proud to offer the UK's only BA and MA courses in carving.

Based upon the longstanding and very highly regarded Historic Carving PgDip course the new PgDip/MA Carving course already has a developed and tested approach to teaching carving at this level with excellent links to the industry offering you unparalleled opportunities to develop your skills and professional networks.

The course is offered as either a PgDip (30 weeks full time or 60 part time), concluding with an exhibition, as part of the Art School's Summer Exhibition, or can be taken as an MA course (45 weeks full time or 75 part time), culminating in a Professional and Contextual Project Report. It is also possible to take the course as a PgDip and then following successful completion to choose to return at a later stage to undertake the final 60 credit unit, subject to the approval of a research project plan. In this way the Art School sets out to provide flexibility for learners to enable them to achieve postgraduate level study on this unique course.

Based on your planned and agreed program or statement of intent, the program is designed to reflect your individual experience and your aspirations. It is an intensive course involving you in an ambitious self-initiated carving research project. The course is intended to be primarily self-directed and to complement your individual research interests and practical experience.

The department's focus on the wide range of skills required to become a professional carver provides a back drop to your studies with access to the teaching of advanced carving techniques, drawing, modelling, casting, portraiture, artistic anatomy, ornament study, heraldry, design, and professional skills related to project management, working as a freelance practitioner or as a member of a specialist team.

With an emphasis on practical hand skills, research skills and problem solving this course provides an excellent basis for freelance employment within the creative and heritage sector.

Term Dates

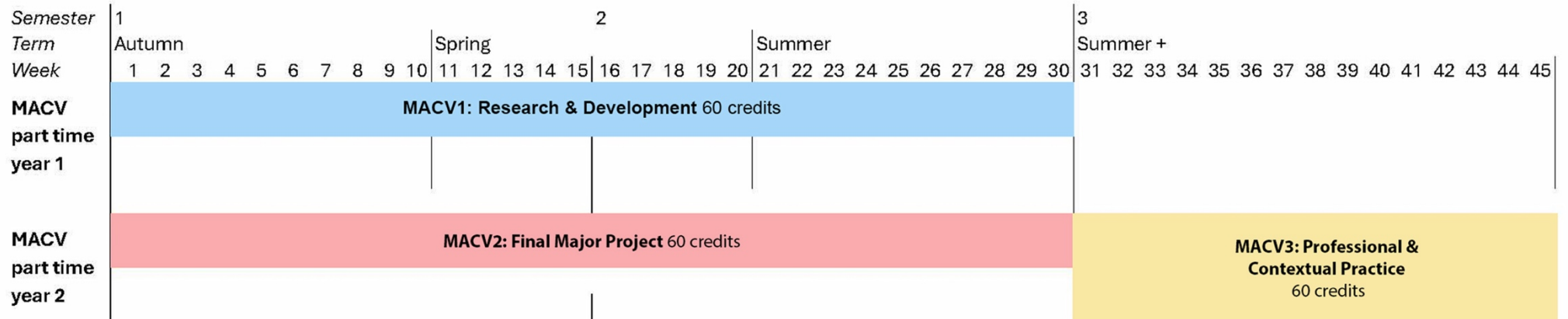
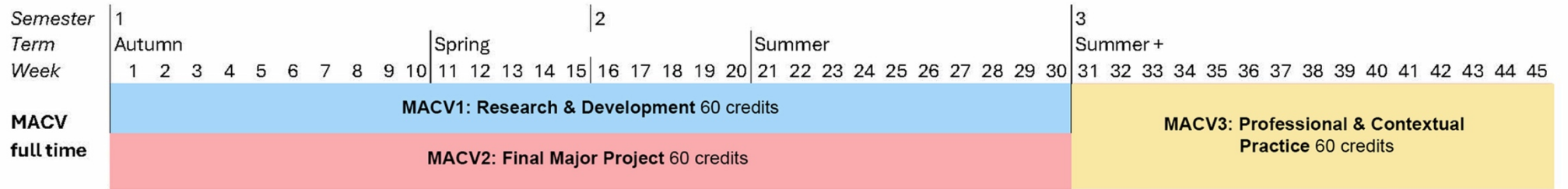
The term dates for the course are as follows.

| | | |
|----------------------------------|-------------------|---------------------|
| Autumn Term | 23 September 2024 | - 13 December 2024 |
| Spring Term | 06 January 2025 | - 04 April 2025 |
| Summer Term (P/T yr1) | 22 April 2025 | - 23 May 2025 |
| Summer Term (F/T & P/T yr2) | 22 April 2025 | - 12 September 2025 |
| Final Assessment & Exhibition | 8 September 2025 | - 13 September 2025 |

Course Aims

PgDip/MA Carving course aims to

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- provide a specialist education centred on intensive investigation and exploration of carving workshop practices to sustain, champion and ensure the vitality of these 'endangered' skills;
 - promote the meaningful integration of historical, critical, cultural, professional, technical, social and theoretical contexts with carving practice;
 - enable students to propel their carving professional practice through heuristic research, analysis and synthesis that is at/or informed by the forefront of the field of study;
 - foster a creative learning environment that supports students from all backgrounds to be pro-active participants in their own learning, preparing them for the challenges of their professional futures in the arts and heritage as potential leaders in their field and/or for higher level research.
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MACV1: Research & Development

MACV1.1 Overview

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|-----------|------|
| Credits / | 60 |
| ECT value | (30) |

Overview

This unit runs throughout the first semester for full-time students or the first year for part-time students. The first half of the unit focuses on researching and planning your self-initiated [Major Project](#) proposal and will involve a review of your previous practice as well as the practical, technical and contextual areas that you intend to explore.

Building upon your previous professional or educational experience with carving, the unit sets out to provide you with the research methodologies and advanced professional practice required for advanced carving projects.

With an emphasis on three-dimensional project development strategies including drawing, modelling, maquette design and construction as well as test pieces, the first half of the unit aims to provide you with a strong foundation from which to develop your carving project.

Midway through the unit you will begin translating your plans, scaling up your models and carving your project work. Taking your project proposal from research to development is not a linear process and you will be encouraged to continue to engage in the dialogue between making and research as your project work progresses.

Group discussions, research seminars, one to one tutorials and workshop supervision are intended to enable you to deeply explore the contextual and technical issues related to your proposal and to reflect on the progress of your work.

The unit will introduce you to the [Personal Development Archive](#) that you will use to support and record your learning process throughout the course. This will become a valuable tool and resource in your personal development as a carver.

For those students choosing to progress from Postgraduate Diploma to MA you will also use this unit to undertake some preliminary research for the final MA unit so that you can make your choice of either live project or dissertation.

Learning Outcomes

In order to successfully complete this unit your work should demonstrate:

| | |
|-----------------------------|---|
| | <ol style="list-style-type: none"> 1. Systematic knowledge and comprehensive understanding of the specific historical, contemporary and social contexts related to your carving project; 2. effective and considered approach to documenting and presenting your research findings and carving project proposal; 3. research skills effectively employed to support the planning of an original body of work; 4. analysis, evaluation and critical reflection employed to inform independent decision-making in support of your carving project; 5. sustained and effective employment of visual analysis, interpretation and design skills to support the production a complex carving project. |
| Learning Hours | 600 |
| | Scheduled learning and teaching activities 35% |
| | Guided independent learning 65% |
| Essential References | <p>You will negotiate and agree on an individual reading and viewing list based on your project proposal.</p> <p>The Historic Carving reading list will be available on Moodle and has a range of useful references for your research.</p> |

MACV1.2 Learning & teaching

Learning & Teaching Methods The unit will be delivered with a range of learning and teaching methods including: student led presentations, practical demonstrations, workshops, lectures, 1 to 1 tutorials, group discussion reviewing progress.

Indicative Content

- Induction and preparation for postgraduate study
- Health & Safety and Risk Assessment
- Developing a Personal Development Archive
- Research methodologies into practice
- Drawing for 3-dimensional proposals
- 3-dimensional planning strategies
- scaling up and use of pointing devices
- professional practice case studies
- museum visits/ study trips
- self-directed working strategies

MACV1.3 Assessment

Method Assessment is based on work produced during the unit including developmental, practical and contextual research material and work in progress.

Requirements You should submit work produced during the unit to include:

- Drawings and plans

- 3-dimensional models, maquettes and/or test pieces
- work in progress
- your Personal Development Archive

Alternative forms of assessment

These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs assessment.

Date & time

Formative Assessment takes place midway through the unit in the form of a 1 to 1 tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment.

Academic good practice

Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.

Marking Criteria

Your grade for the unit will be determined by your achievement of each learning outcome when judged against the following Marking Criteria:

| | | |
|-------------|---------|--|
| DISTINCTION | 85-100% | There is consistent and strong evidence with outstanding examples that demonstrate how well the Learning Outcomes have been met. |
| | 70-84% | There is substantial and strong evidence with excellent examples that demonstrate how well the Learning Outcomes have been met. |
| PASS | 60-69% | There is substantial evidence with some very good examples that demonstrate how well the Learning Outcomes have been met. |
| | 50-59% | There is consistent evidence with some good examples that demonstrate how well the Learning Outcomes have been met. |
| FAIL | 40-49% | There is adequate evidence, with some sound examples that demonstrate how well the Learning Outcomes have been met. |
| | 35-39% | There is inadequate evidence, with some examples to |

demonstrate how well the Learning Outcomes have been met.

1 – 34% There is inadequate evidence to demonstrate how well the Learning Outcomes have been met.

0% No work submitted to demonstrate how well the Learning Outcomes have been met.

Feedback

Written and verbal feedback will be provided within 20 term-time days of the summative assessment.

MACV2: Major Project

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| MACV2.1 | Overview |
| Credits / | 60 |
| ECT value | (30) |
| Overview | <p>This unit runs throughout the second semester for full-time students or the first and second semester of the 2nd year for students taking the part-time mode. It provides an intensive period to focus exclusively on the further development and professional realisation of your major self-initiated carving project, the subject of the Research and Development unit.</p> <p>Group discussion, tutorials, technical workshop support and concentrated studio activity together with regular consultation with your postgraduate supervisor will provide you with a framework to propel your carving practice and undertake a complex and ambitious carving project.</p> <p>During the unit you are expected to develop your practical and analytical skills to an advanced level, enabling you to develop and evaluate methods for tackling challenging carving ‘problems’.</p> <p>The unit culminates in the presentation of your project in a public facing exhibition and you will be required to tackle the professional presentation of your practice together with any contextual material and documentation.</p> <p>On successful completion of this unit you will have completed the PG Diploma Carving. For those students opting to progress through to MA, further research will be necessary to prepare for the final MA unit, either to ensure that the live project is in place or to ensure that a research plan is in place for the dissertation.</p> |
| Learning Outcomes | <p><i>In order to successfully complete this unit your work should demonstrate:</i></p> <ol style="list-style-type: none">1. Employment of specialist professional working strategies supporting your carving project and ambitions;2. effective and considered approach to documenting and presenting your carving project;3. a range of fully realized and consolidated practical carving skills employed to support the production of an original body of work;4. synthesis of material, historical and contextual research, design and problem-solving supporting self-direction and originality in carving practice; |

| | |
|-----------------------------|--|
| | 5. sustained and effective project management utilized in the production of an original body of work. |
| Learning Hours | 600 |
| | Scheduled 15% |
| | Guided independent 85% |
| Essential References | You will negotiate and agree on an individual reading and viewing list based on your major project. The Historic Carving reading list will be available on Moodle and has a range of useful references for your research. |

MACV2.2 Learning & teaching

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|---------------------------------------|---|
| Learning & Teaching Method | The unit will be delivered with a range of learning and teaching methods including: student led presentations, practical demonstrations, 1 to 1 tutorials, group discussion reviewing progress. |
| Indicative Content | <ul style="list-style-type: none"> • Self-directed carving strategies • Demonstrations of approaches to fine detailed carving • Demonstrations of methods of finishing • Specialist supervision • Optional practical skills workshops such as IT |

MACV2.3 Assessment

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| Method | Presentation of completed work in the form of an exhibition together with preparatory work and documentation of your practice. Personal Development Archive documenting your progress and technical decisions made during the unit. |
| Submission Requirements | You should submit work based on the unit comprising: <ul style="list-style-type: none"> • a completed body of self-directed work in carving • documentation of your work in an appropriate form (i.e. website, portfolio, printed catalogue etc.) • support work produced during the unit (drawings, models etc.) • Personal Development Archive |
| Alternative forms of assessment | These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs assessment. |
| Date & time | Formative Assessment takes place midway through the unit in the form of a 1 to 1 tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you |

| | |
|-------------------------------|--|
| | submit for assessment. |
| Academic good practice | Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library. |

Marking Criteria Your grade for the unit will be determined by your achievement of each learning outcome when judged against the following Marking Criteria:

| | | | |
|-------------|--------------------|---|--|
| PASS | Distinction | 85-100% | There is consistent and strong evidence with outstanding examples that demonstrate how well the Learning Outcomes have been met. |
| | | 70-84% | There is substantial and strong evidence with excellent examples that demonstrate how well the Learning Outcomes have been met. |
| | Merit | 60-69% | There is substantial evidence with some very good examples that demonstrate how well the Learning Outcomes have been met. |
| | | Pass | 50-59% |
| | FAIL | | 40-49% |
| | | 35-39% | There is inadequate evidence, with some examples to demonstrate how well the Learning Outcomes have been met. |
| 1 – 34% | | There is inadequate evidence to demonstrate how well the Learning Outcomes have been met. | |
| | | 0% | No work submitted to demonstrate how well the Learning Outcomes have been met. |

Feedback Written and verbal feedback will be provided within 20 term-time days of the summative assessment.

MACV3: Professional & Contextual Practice

MACV3.1

Overview

Credits /

60

ECT value

(30)

Overview

This unit runs throughout the third semester for full time students. For part-time students the unit is at a full-time pace during the third semester of the second year, submitting alongside full time students in September.

There are 2 options for this unit and you will have made preparations with advice from your tutor during the earlier stages of the course, finalising your plans and formally agreeing them before the Easter break.

Option 1: Live Project Report

You will undertake a live project related to your specific area of carving practice. This would usually be a commission for a client, a project that you have devised and proposed for a specific context or a placement working within a professional carving workshop on a specific project. Prior to the unit you will have conducted research and made arrangements for your live project and agreed the parameters of the project with your tutor who will support you to plan the different phases of the project and agreed upon a schedule of supervisory meetings with you. The live project should stretch you technically and involve a level of project management enabling you to gain valuable professional experience. Throughout the process you will document and reflect upon progress, giving a five-minute illustrated presentation to your peer group and submitting an illustrated live

Option 2: Professional & Contextual Practice Project Report

Following the completion of your self-directed carving project you will undertake further research based upon your carving project towards a Professional & Contextual Practice Project Report. Prior to the unit you will have outlined your research plans and agreed your approach with your supervisor who will agree a research and professional practice plan and timeline of supervisory meetings with you.

You will be required to work independently tackling a range of research and professional questions that have arisen from your major project including design, carving, contextual and presentation research elements. The unit provides you with the opportunity to deeply interrogate research, professional and carving 'problems' you have encountered using the full range of research and practical skills that you have acquired and

project report (2000-3000 words) developed during the course. The at the end of the unit.

unit will involve a high level of both project management and reflection. Towards the end of the unit you will give a five-minute illustrated presentation on your findings to your peer group and submit a Professional & Contextual Practice Project Report (3500 – 4000 words) for assessment.

Learning Outcomes *In order to successfully complete this unit your work should demonstrate:*

- In-depth systematic knowledge and critical understanding of the historical, contemporary, theoretical and social contexts of your carving project;
- systematic knowledge and critical understanding of the context and ethical implications of professional and practical strategies related to your carving project;
- a professional level of documentation employed to present project work and research;
- sustained and effective application of analysis, critical reflection and a range of developed research skills;
- effective and comprehensive communication of complex findings and relevant arguments.

Learning Hours 600

Scheduled 10%

Guided independent 90%

Essential References You will negotiate a reading list with your tutor or thesis supervisor as is appropriate for your live project or thesis research.

MACV3.2 Learning & teaching

Learning & Teaching Methods This unit is largely self-directed with regular supervisory tutorial meetings. Meetings and discussion with MA Conservation and Fine Art students will be arranged to support peer group interaction.

Indicative Content Self-Directed programme of research involving either a live project or a thesis.

MACV3.3 Assessment

Method Presentation of work produced during the unit.

Requirements You should submit work from the unit comprising:

Presentation of work produced during the unit to include:

- A 5 minute illustrated presentation
- an illustrated Live Project Report or Professional & Contextual Practice Project Report, conforming to good academic practice and 3500 - 4000 words in length.

Alternative forms of assessment

These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs assessment.

Date & time

Formative Assessment takes place midway through the unit in the form of a 1 to 1 tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment.

Academic good practice

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Marking Criteria

Your grade for the unit will be determined by your achievement of each learning outcome when judged against the following Marking Criteria:

| | | | |
|-------------|--------------------|---|--|
| PASS | Distinction | 85-100% | There is consistent and strong evidence with outstanding examples that demonstrate how well the Learning Outcomes have been met. |
| | | 70-84% | There is substantial and strong evidence with excellent examples that demonstrate how well the Learning Outcomes have been met. |
| | Merit | 60-69% | There is substantial evidence with some very good examples that demonstrate how well the Learning Outcomes have been met. |
| | Pass | 50-59% | There is consistent evidence with some good examples that demonstrate how well the Learning Outcomes have been met. |
| | FAIL | 40-49% | There is adequate evidence, with some sound examples that demonstrate how well the Learning Outcomes have been met. |
| 35-39% | | There is inadequate evidence, with some examples to demonstrate how well the Learning Outcomes have | |

been met.

1 – 34% There is inadequate evidence to demonstrate how well the Learning Outcomes have been met.

0% No work submitted to demonstrate how well the Learning Outcomes have been met.

Feedback

Written and verbal feedback will be provided within 40 term-time days of the summative assessment.
